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ABSTRACT

During the first weeks of the fall semester, the Pomona College Goals Conference Survey sampled four groups in the college community: trustees, administrators, faculty, and all classes of students. In the first part of the questionnaire, subjects responded with their perceptions of how much influence each of the five groups (students, student government, faculty, administration, and trustees) currently has in campus affairs and how much influence each group should have. While the majority of respondents expressed a preference for a high level of influence in each group on most issues, disagreement occurred on whose influence should predominate. Trustees had the closest correspondence in their ratings of current and ideal patterns of influence, and students' current and ideal ratings were least alike. In the second part of the questionnaire, each group rated the current and ideal level of importance of 29 goal statements. While the groups were more alike than unlike in their ratings, students and faculty had the highest level of agreement and trustees had the least strong agreement with other groups. Generally, there was less agreement on what the relative importance of goals should be than on how important goals actually are. Respondents indicated in the third part of the questionnaire how acceptable certain roles and attitudes were for the institution. Traditional means of influencing society were most acceptable to all groups. (Author)

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Perceptions of Desired and Actual Goals and Influence Structure at a Small Private Liberal Arts College

Ralph H. Locklin

During the first weeks of the fall semester, the Pomona College Goals Conference Survey sampled four groups in the college community: trustees, administrators, faculty, and all classes of students. In the first part of the questionnaire, subjects responded with their perceptions of how much influence each of five groups (students, student government, faculty, administration, and trustees) currently has in campus affairs and how much influence each group should have. While the majority of respondents expressed a preference for a high level of influence in each group on most issues, disagreement occurred on whose influence should predominate. Trustees had the closest correspondence in their ratings of current and ideal pattern of influence, and students' current and ideal ratings were least alike.

In the second part of the questionnaire, each group rated the current and ideal level of importance of 29 goals statements. While the groups were more alike than unlike in their ratings, students and faculty had the highest level of agreement and trustees had the least strong agreement with other groups. Generally, there was less agreement on what the relative importance of goals should be than on how important goals actually are.

Respondents indicated in the third part of the questionnaire how acceptable certain roles and attitudes were for the institution. Traditional means of influencing society (research, program development, and encouragement of individual action) were most acceptable to all groups. Many members of each group, however, supported the college's taking more direct action on certain issues after careful study.

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PERCEPTIONS OF DESIRED AND ACTUAL GOALS AND INFLUENCE STRUCTURE AT A SMALL PRIVATE LIBERAL ARTS COLLEGE

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INTRODUCTION

It will be remembered that the survey was administered in the first several weeks of the fall semester. To the extent that respondents reported general impressions gained over their previous year or years at P[redacted] College, the time of testing was probably good. There were no events in the time period immediately preceeding the time of testing that might have polarized opinion. Initial reactions to past "crisis" events may have had time to mellow somewhat over the summer so that we can be reasonably confident that responses on the questionnaire were not biased in this way. We can only assume that they were not inordinately biased in any other way.

It will be the general purpose here to point out and briefly discuss the results of the survey. Although the usual research report includes an interpretation of the findings, this will not be stressed in this report. What is desired, however, is to illustrate some issues that might be raised by the results. It is hoped that the reader will determine for himself and in concert with others what implications the results hold for future action.

The complete characteristics of the sample who responded to the survey are included in appendix A and will not be included here in detail. Indicated below are the total number responding in each group and their response rate.

	Numbers	Percent Responding
Trustees	15	50%
Administrators	15	60%
Faculty	75	60%
Students:	565	44%
Freshmen	192	54%
Sophomores	133	40%
Juniors	130	44%
Seniors	110	37%

The questionnaire had three parts. The first section, the governance section, was the longest and sought to measure student, faculty, administrator, and trustee ideas about the nature of the existing influence of each group over decisions made in 13 areas of campus life. Notions about what the ideal influence for each group would be were also reported. The second section listed 29 goal statements with instructions to indicate feelings about the level of importance currently attached to each goal statement as well as how important it should be. The third section assessed attitudes about the appropriateness of ten actions the college could take to influence society and attitudes about several additional areas. We will discuss each section separately. Though there could be further analysis of the relationship between responses on different parts, it is believed that the usefulness of the results will not be reduced by omitting this type of analysis in this report.

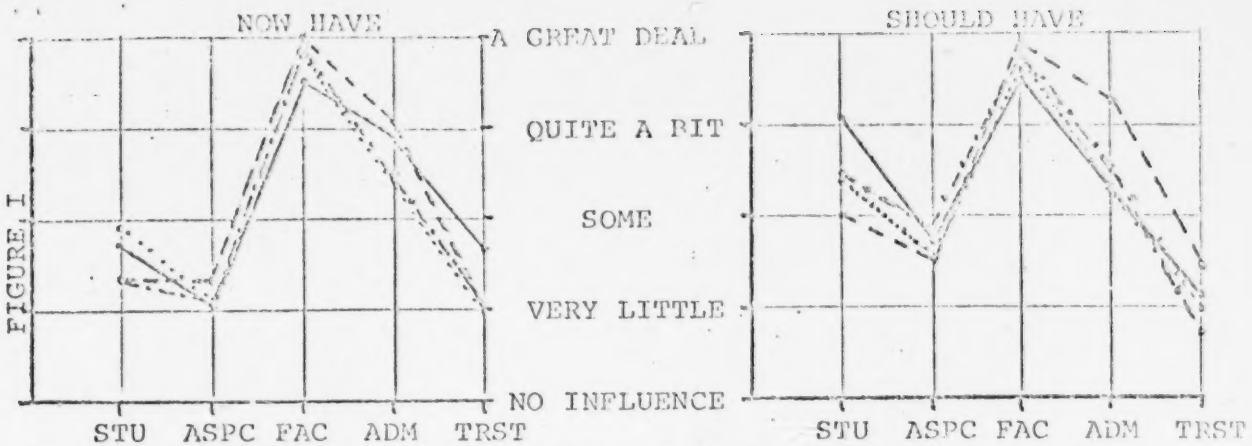


FIGURE I

1. The general structure of the curriculum including required courses, adding new courses and majors, dropping old courses, independent study, etc..

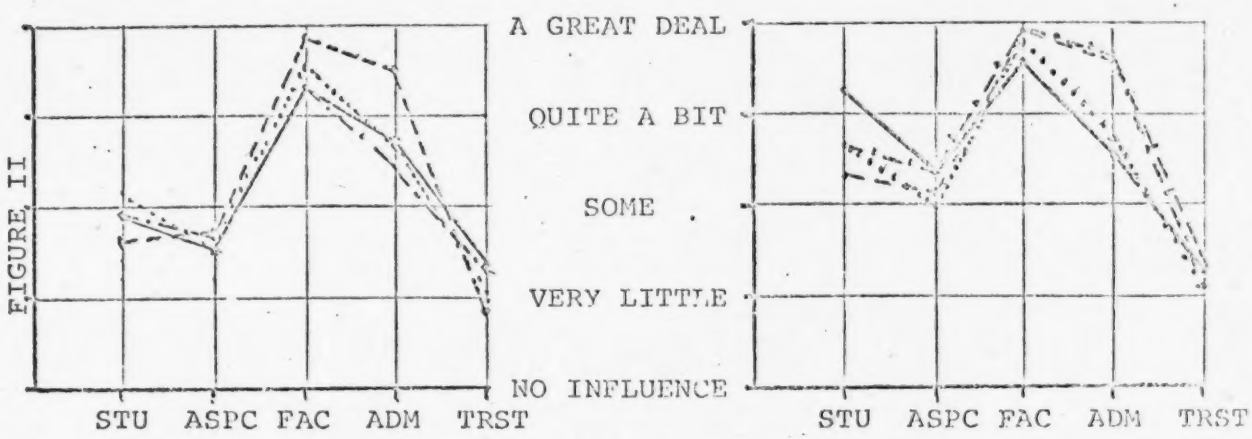


FIGURE II

2. Providing innovation in the college program including curriculum, teaching methods, academic procedures, and extracurricular activities.

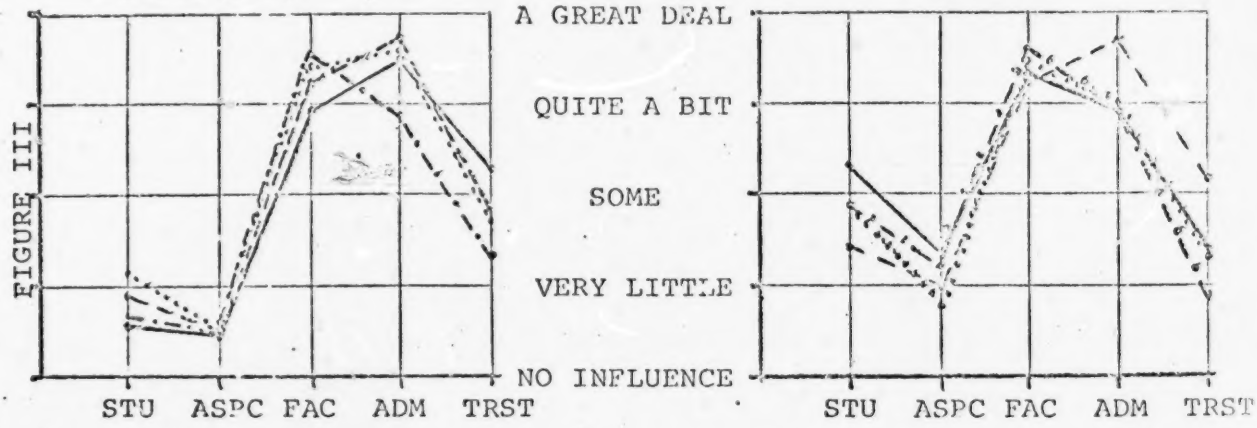


FIGURE III

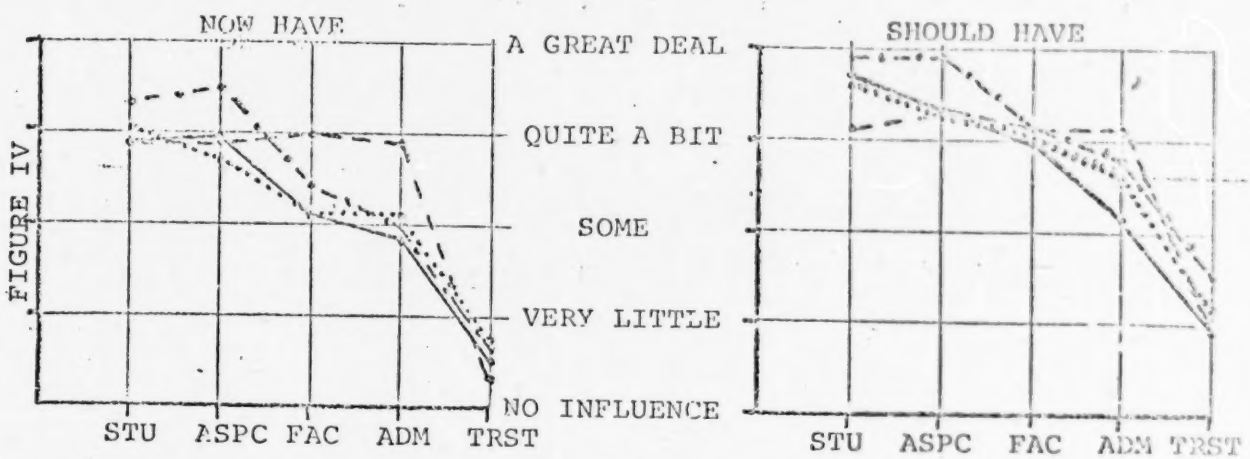
3. Appointment, promotion, and tenure of faculty and the evaluation of instruction.

Graph Code
Response of: Students ————
Faculty .....
Administration —·—·—
Trustees --------

RESULTS - GOVERNANCE

In matters of curriculum, providing innovation, and appointment promotion and tenure of faculty and evaluation on instruction (Figures I,II,III) there was a preference among all groups to have greater student influence. Students, however, reported that they desired more influence over these matters than faculty, administrators, and trustees preferred them to have. Faculty now exercise predominant influence and should continue to do so in the view of most respondents. The one exception was that students, trustees, and faculty saw the administration as exercising predominant influence over the appointment, tenure, and promotion of faculty. Administrators, however, viewed faculty as most influential in this area. Trustees continued to prefer that administration wield the most influence in this area, and also reported they would prefer more influence for themselves than the other groups felt they should have.

Student's preferred level of influence in each of these three areas would apparently not be exercised primarily through student government, in that influence for students increased more than influence for student government when moving from "now have" to "should have". This pattern was preferred by administrators, faculty and trustees, though to a lesser extent.



4. Planning and scheduling socially and intellectually stimulating activities outside of formal class hours.

Figure IV shows the influence structure in matters related to extracurricular activities. The pattern of influence currently existing was seen as having a high level of influence exercised by students, faculty and administration. It seems generally agreed upon by all groups that students have the greatest influence in planning and scheduling extracurricular activities except that trustees see a high level of influence shared equally among students, faculty and administration.

The preferred pattern of influence for faculty and administrators has students as still most influential but with a much larger role desired for faculty and to some degree administration. Students seemed to prefer a substantial increase in faculty influence but little increase in influence for administration or trustees. Trustees prefer a pattern of influence comparable to what they thought existed, roughly equal influence shared among students,

faculty, and administration.

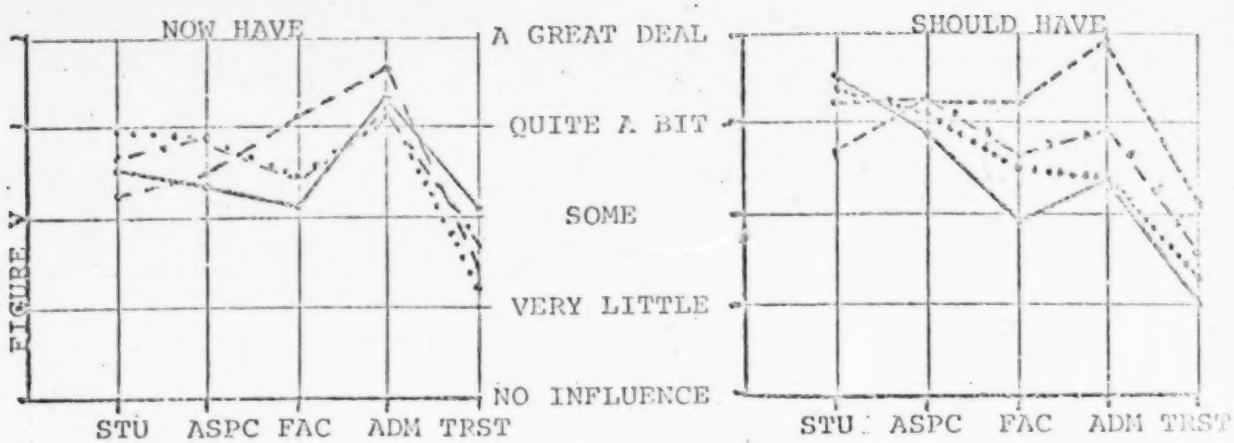


FIGURE V

5. The formulation of social regulations and policies concerning individual behavior on campus.

In the formulation of social regulations (Figure V), there seems to be fairly good agreement on the high level of influence that the administration exercises, but the agreement seems to end there. Administrators and faculty saw students as having nearly as much influence as the administration. Students didn't agree and reported they have less influence. Trustees tended to agree with students on the current level of student influence but greatly over-estimated the level of influence of faculty.

The preferred pattern of influence on this issue shifts to one of students having major influence according to students, faculty, and administrators but not trustees. While the preferred level of student influence was fairly well agreed upon, there was wide divergence of opinion about the proper role of faculty, administration, and trustees. Trustees indicated a desire to have the administration most influential with faculty and student government officers sharing less but still substantial influence. The administrators preferred students and student government to be the dominant influence but wanted a larger role for the administration than either students or faculty preferred. Faculty and administrators agreed that faculty should have a greater role in formulating social regulations than students think faculty should have. Students seemed to prefer clearly predominant influence in this area and would apparently be much less willing to share it on an equal basis with the administration.

Figure VI deals with the enforcement of social regulations and shows much the same tendencies that are illustrated in issue 5. Most disagreement concerned what the faculty role was and what it should be. Again, students desired a small level of faculty influence while trustees thought faculty should have greater influence in this area than students should have. Faculty and administrators preferred to have influence over enforcement of social regulations more nearly equally shared among students, faculty, and administration, than either students or trustees did. Further, trustees tended to prefer a pattern whereby student influence would be exercised through student government officers in both the enforcement and formulation of social regulations. (Figures V and VI).

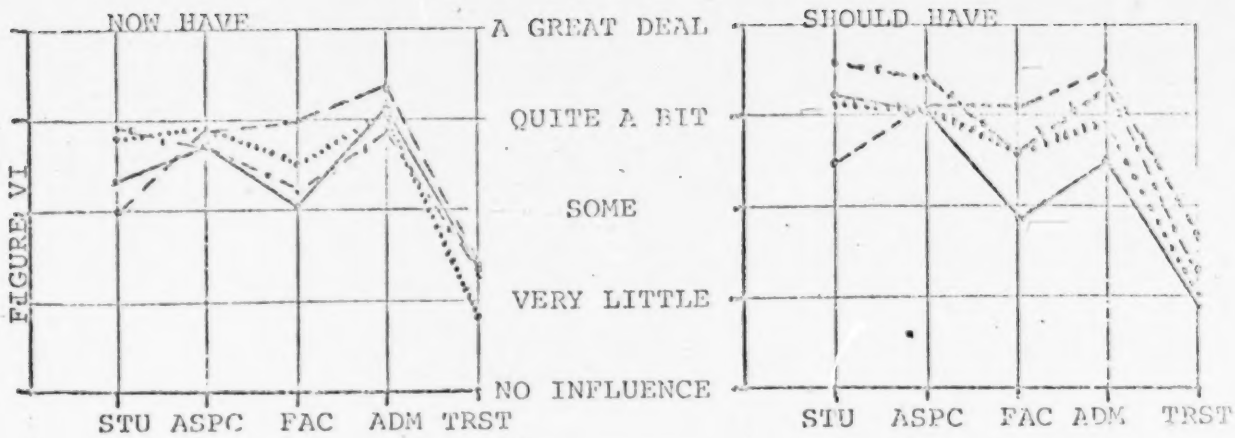


FIGURE VI

6. The enforcement of social regulations including the powers, functions, and procedures of the judicial bodies.

This was not true for the other three groups.

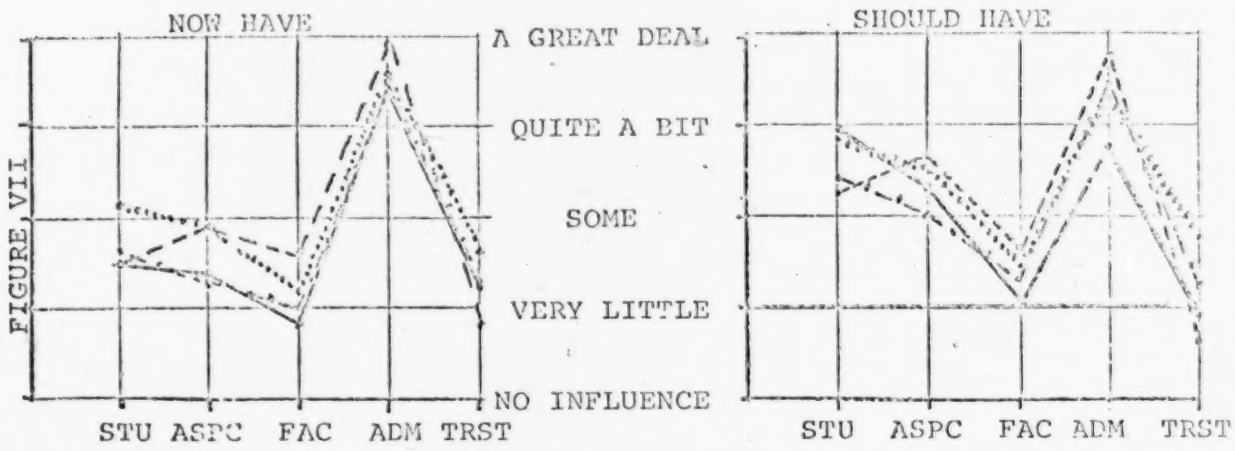
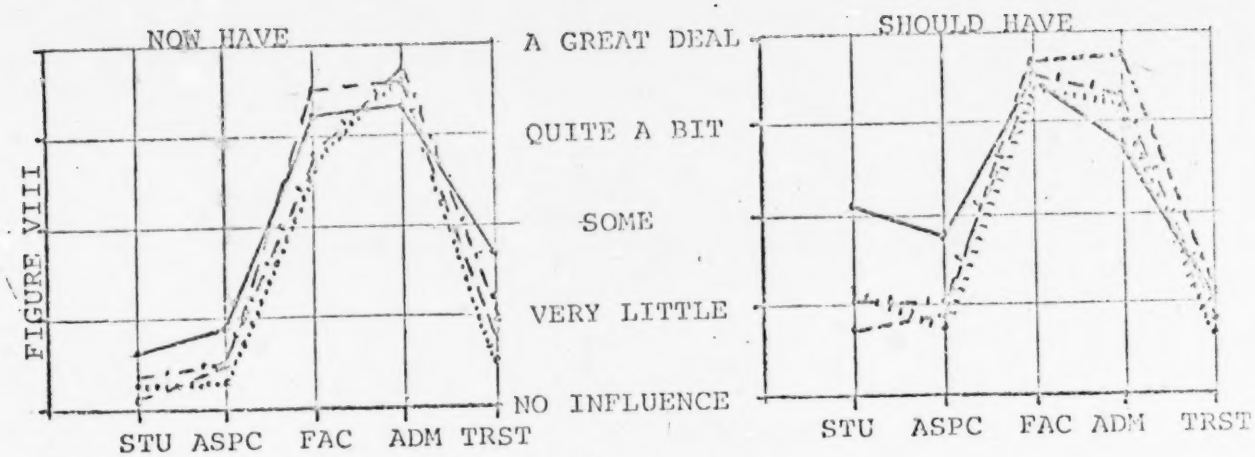


FIGURE VII

7. The operation of dining halls and residence halls.

In Figure VII the operation of dining and residence halls was perceived as an area where the administration is clearly the most influential group. Administrators and students agreed that students, student government, and faculty have very little influence here, but faculty tended to rate these groups as having relatively more influence. Trustees also felt that student government and faculty were more influential in this area than did students and administrators.

The preferred pattern would allow for greatly increased influence for students and student government, though all groups except students still preferred that the administration have the highest level of control over the operation of residence and dining halls. Students, on the other hand, wanted a pattern where students exercise a level of influence or control equal to or greater than that of the administration. Most respondents did not prefer increased faculty influence.



8. Appointment of faculty to college committees.

The process whereby faculty are appointed to committees was seen as controlled by faculty and administration. (Figure VIII). The faculty and administrators saw the administration as currently the more influential of the two groups while trustees and students saw the administration and faculty as exercising a roughly equal level of influence in this area. Students also thought trustees were more influential than did the other groups.

The preferred pattern of influence reflects that the appointment of faculty to college committees should be determined in large part by faculty and administration according to most respondents. Faculty and administrators desired influence to be about equal for both groups since there was a large increase in faculty influence. While there was a tendency for faculty and administrators to prefer a very slight faculty predominance, students wanted the administration to have substantially less influence than faculty. Trustees continued to desire having the administration slightly more influential than the faculty. Students desired a greatly increased role in this area but faculty, administrators, and trustees tended to prefer only a slightly higher level of student influence, a level much lower than that preferred by students.

There seems to be very little disagreement among the groups about who influences decisions to appoint or hire administrators as shown in Figure IX. What disagreement there is centers on the trustee role.

The desired pattern of influence changes in the direction of more influence for students, student government, and faculty. Trustees, while agreeing that students should have an input to the process, felt this should be done through student government. All groups preferred the administration to continue to have predominant influence, though, a nearly equal voice would be given to faculty. Students and administrators preferred a role for trustees somewhat lower in influence than either faculty or trustees seemed to desire.

In Figure X ther appears to be a great deal of agreement in how the different groups saw the distribution of influence over college

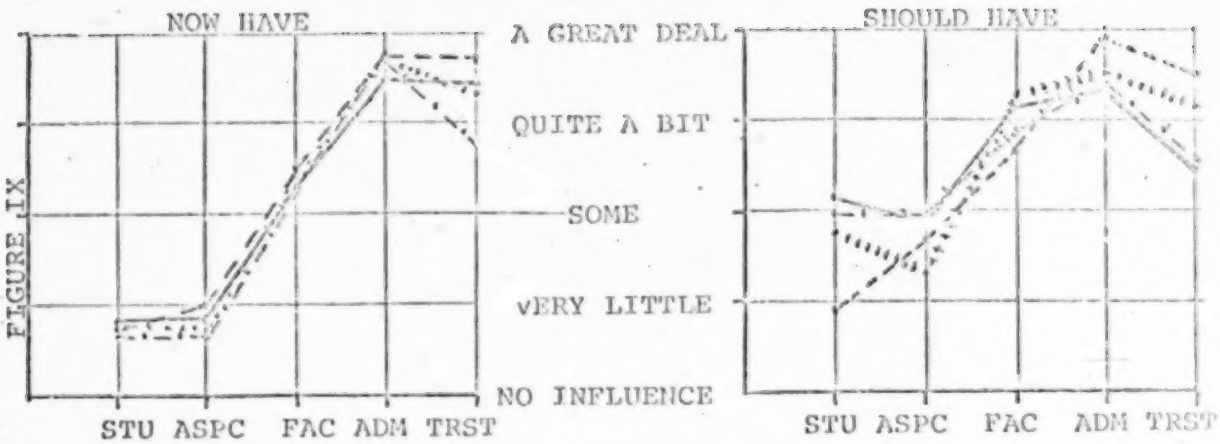


FIGURE IX

9. The hiring/appointment of administrators including President, academic deans, and student deans.

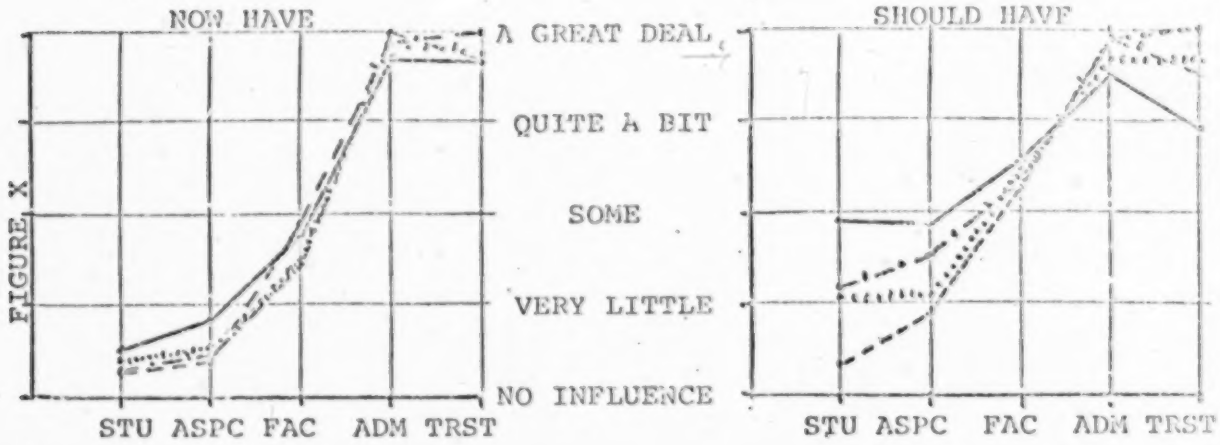


FIGURE X

10. The collection and disbursement of funds including determining the college budget, financial planning, investment of endowment funds, and tuition.

fiscal matters. Administration and trustees are clearly in control of these matters with some influence exercised by faculty.

All groups preferred a pattern of influence that would still allow predominance of administration and trustees though a somewhat greater role for students and faculty was seen as desirable. Students tended to want more influence than faculty, administration, and trustees preferred them to have. As in the previous issue trustees would have slightly increased student input in fiscal matters exercised through student government. This also seems to be true of administrators, though they endorsed a larger role for students and student government than did trustees.

In Figure XI all groups saw admissions, financial aid, and placement functions as being largely controlled by the administration. There was substantial disagreement about the level of in-

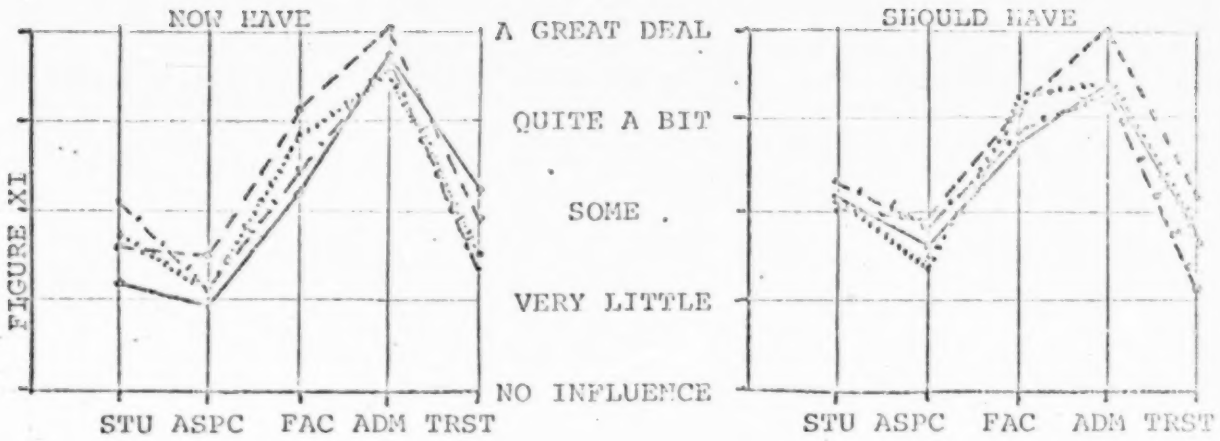


FIGURE XI

11. The policies and operation of the college admissions, financial aid, and placement functions.

fluence exercised by students, faculty, and to a lesser extent, trustees. Administrators thought students had considerably more influence in this area than the students saw themselves as having. Students and trustees disagreed most on how influential they thought faculty were and students tended to rate trustee influence higher than did the other three groups.

There was more agreement when desired influence was reported and although most respondents desired administrative predominance, there was a tendency to have faculty influence more nearly equal to the administration's influence. Trustees continued to prefer clear administrative predominance while students preferred to increase their influence over these matters to a level roughly equal to the level of influence students now have, according to administrators, faculty and trustees. Trustees wanted "some" influence while administrators preferred trustees to have "very little" influence.

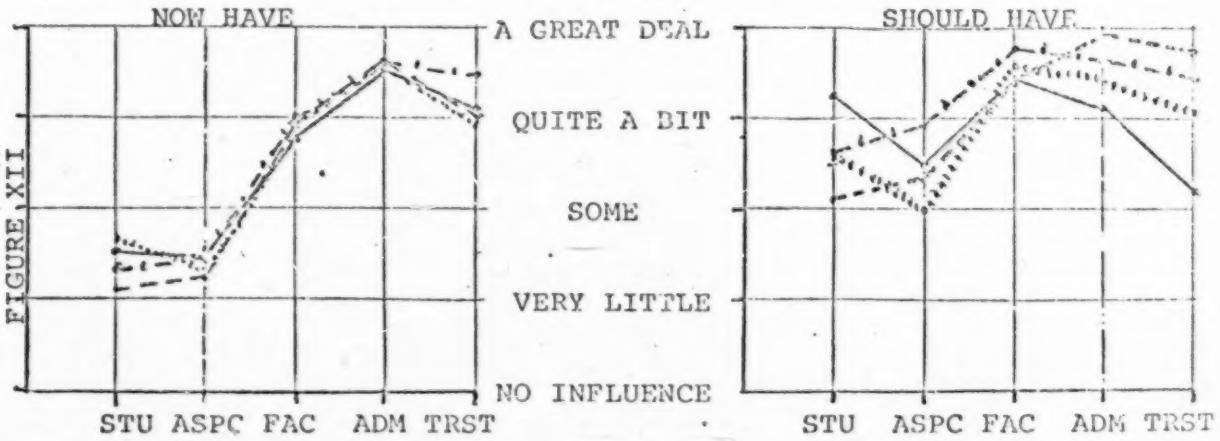


FIGURE XII

12. Determination of what the college goals and priorities shall be.

As in the previous issue, there is very little disagreement about the level of influence each group has in determining general goals and priorities, (Figure XII). The pattern is a familiar one with administration rated as most influential. Trustees and faculty were viewed as both exercising influence nearly equal to that of the administration. Students were seen as having very little influence over determination of goals and priorities.

In examining the ideal pattern of influence, students, faculty and administration seemed to prefer some small level of faculty predominance, though faculty and administrators preferred to have a high and nearly equal level of influence exercised by faculty, administration and trustees. Students preferred that predominant influence be shared by students, faculty, and administration, but with trustees influence rated considerably lower. Faculty, administrators and trustees preferred increased student influence but not as equal partners in determining goals and priorities for the College. While all groups rated students and student government as equally influential at present, trustees and administrators preferred that student government officers be more influential than students in general. The reverse was true for student and faculty ratings.

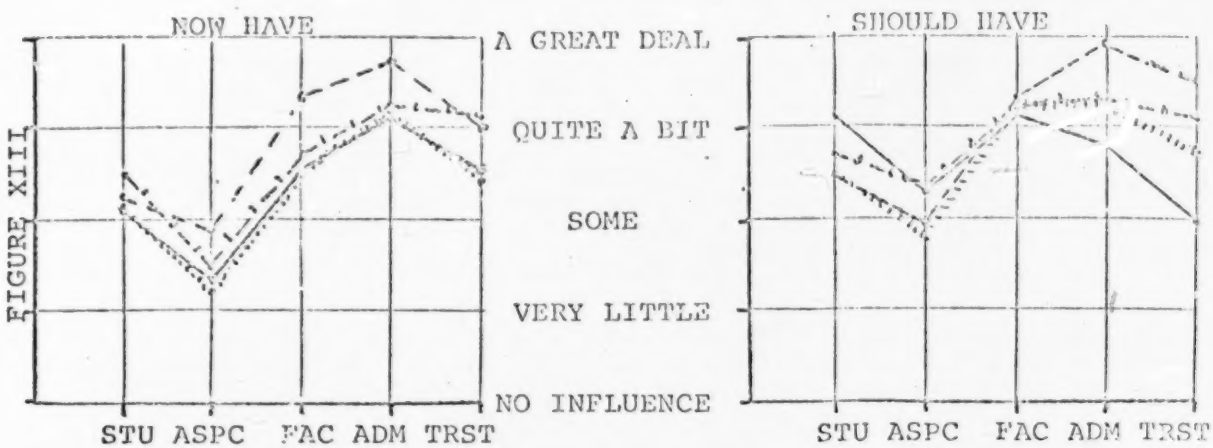


FIGURE XIII

13. Determination of what the impact of the college on society will be.

The pattern for issue 13, the determination of the impact of the College on society is very similar to that for issue 12 discussed above. There was a fairly clear preference among all respondent groups to have increased influence for all groups (Figure XIII). Students wanted to share predominance with faculty and wanted to reduce administration and trustee involvement in this area. Faculty and administrators preferred a high and roughly equal level of influence for faculty, administration and trustees, but wanted students in a less influential role. Trustees preferred predominance by the administration.

SUMMARY OF GOVERNANCE SECTION

It would be quite difficult to support any broad generalizations from these data. There are, however, some rather specific trends that can be noted. Before proceeding, however, some cautions need to be raised.

First, we have been dealing with the average response of each group and so have been drawing our conclusions on the basis of group perceptions. To be sure, there was variation in how the members of any group responded to any given item. Further analysis will be directed at attempting to account for this variation in some way, but for the present, the group average or mean response will be our "best guess" as to how any individual responded. All we would need to know is whether he was a student, faculty member, administrator or trustee.

Secondly, we have not chosen to subject the data to strict statistical analysis complete with significance tests. A strict research approach would use statistical techniques, but the ease of interpretation particularly by those not schooled in these procedures would be reduced. We have chosen instead to speak in general terms and have used large and small differences instead of statistically significant or non-significant differences. With these considerations clearly before us, we can proceed to look at some general tendencies in how different groups view governance at [redacted] College.

On most issues there is an indication of a preference for a more "democratic" distribution of influence. By "democratic" is meant a pattern where all groups have a high but not necessarily equal level of influence over decisions made on a certain group

of issues. However, there occurs quite often some disagreement among the groups as to who should have most influence or control. The issues where this trend is clearest are those that are currently seen as being governed in a traditional "top-down" management style such as the determination of college goals and priorities (issue 12), the hiring of administrators (issue 9) and to some extent issue 13, the determination of the impact of the College on society.

In comparing "now have" and "should have" responses of all groups, it can be seen that trustees change their ratings very little. They expressed a desire for a slight increase in student influence but would often have this increased influence expressed through student government. They tended to prefer the administration to be the major influence in nearly all areas. One exception was issue 1, determination of the structure of the curriculum, which was viewed as a faculty prerogative. Providing innovation and appointing faculty to committees were seen as areas for joint faculty-administration determination. Turstees also felt that influence over the planning and scheduling of extracurricular activities should be shared equally among students, faculty, and administration.

Student responses shifted more between the "now have" and "should have" conditions than did the responses of other groups. While it was typical for students to desire increased student and faculty influence, on many issues they indicated a preference for reduced administration influence. This was particularly true in the formulation and enforcement of social regulations.

Conclusions about what different groups see as the role for student government in decision making are difficult but several inferences can be made based on a few assumptions. When we compare the "now have" with the "should have" ratings of "students" and "ASPC", and if increased influence for one or both of these concepts is indicated, then we can infer something about how increased student influence should be expressed. For instance, if ratings of "students" increased more than they did for "ASPC", then a reasonable conclusion would be that a large number of respondents desired increased student influence, but that it would not be exercised primarily through student government. Perhaps other channels would be used or possibly new channels created. When the ratings of both "students" and "ASPC" increase a like amount then we can interpret that to mean the greater student influence should be expressed through existing channels including through student government officers. When "ASPC" ratings increase more than do "student" ratings, then greater student voice expressed through a representative student government seems indicated. With these distinctions in mind we can point out different group's views of student government in reference to the thirteen survey issues.

Student's ratings of influence for "students" increased considerably more than did their ratings for "ASPC". This was a fairly consistent trend across most issues but is clearest on the first three that deal with primarily academic matters. Faculty, administrators, and trustees showed the same pattern on these issues, though less pronounced. Apparently, in matters of curriculum, evaluation of instruction, appointment, promotion and

tenure of faculty and providing innovation in the college program, the increased student voice desired by all groups would not be expressed solely through student government.

On most other issues faculty, administrators and trustees increased ratings for "students" and "ASPC" by a roughly equal amount. On those issues where this was not true, faculty tended to resemble students, that is, ratings for "students" increased more than ratings for "ASPC". The reverse was true for trustees. The clearest examples of these contrasting views of student government are on issues 9 and 10, the hiring of administrators and college fiscal affairs. On these issues faculty and student ratings of "students" increased more than did ratings for "ASPC". Trustees seemed to desire increased student input in these areas but wanted it expressed entirely through student government. Administrators were somewhat similar to trustees in their judgments regarding college fiscal matters but not on the hiring of administrators. Further examples of these contrasting views of student government can be seen by close inspection of a number of other issues.

INTRODUCTION - GOALS

In this section we will again be working with average or mean responses and hence group perceptions of students, faculty, administration and trustees on the current importance and desired importance attached to twenty-nine goal statements. It should be reemphasized that our conception of goal was a broad one and included what we called maintenance or support as well as product or output goals. "To insure confidence of donors"

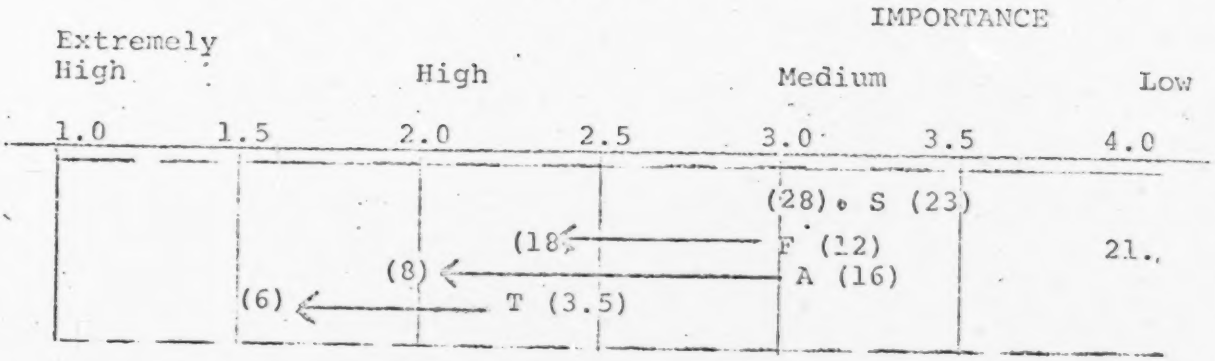
is an example of a maintenance goal and "To help students develop social skills, poise and confidence" is an example of an output or product goal.

We shall have occasion to refer to two different "scores" for each goal. First will be a scale or absolute score with a rating of "extremely high importance" assigned a scale value of 1 and a rating of "no importance" given a scale value of 5. The mean or average response is calculated from these scale or absolute scores.

Secondly we will be dealing with a relative or rank score for each goal statement. This value ranging from 1 to 29 is determined by a simple ranking from highest to lowest or most important to least important in terms of the mean or average absolute score given each goal statement by each group. Decimal numbers indicate rank ties. In this way we can examine and compare the goal heirarchy of each group both in the way they describe the existing goal structure of the college and their desired goal heirarchy.

We have tried to represent both pieces of this information for all groups in the displays of the data. The form is illustrated in Figure XIV. Each group's average response is indicated with an arrow and is identified with an "S" for students, "F" for faculty and so on. The starting point of the arrow indicates the average score of how important the group thought the goal was with the arrow ending at the average score of how important the group thought the goal should be. In addition, a rank is enclosed in parenthesis at each end of the arrow. This will reveal the rank shift or shift in relative importance of that goal for each group. In the illustration

FIGURE XIV



students thought that "to help students develop the capacity to assume leadership" was currently of medium importance and that it should be of no greater importance. Faculty, administrators and trustees all thought this goal should be of greater importance although only administrators thought the goal should be of greater importance relative to their ranking of all 29 goals. This was true because of a general tendency for many respondents in all groups to report that most of the goals should be increased in importance.

RESULTS - GOALS

One primary concern of this section is to determine the extent of agreement among students, faculty, administrators and trustees as to the relative importance each group feels is currently given and how much importance should be given to the 29 goal statements. One version of correlational analysis gives an easily interpretable index of agreement between two rankings. It is called Kendall's Tau and registers extent of agreement from 0.0 to 1.00 with a value of 1.00 being perfect agreement in relative importance attached to each goal by two groups. Whatever goal was ranked first in importance by one group would also rank first for the other group

and so on. With this background we can ask: "Do the four segments of the P[redacted] College community share a common view about what is important and what is not (in a relative sense)?" Table I displays the index of agreement on this question between each pair of groups.

TABLE I

Agreement on Ranking by Current Importance of Goals.

	Students	Faculty	Administration
Faculty	.62		
Administration	.54	.77	
Trustees	.45	.52	.55

In general, based on table I, we can say that each groups' description of the College's current emphasis is more like the others than it is different. It is also true that trustees are agreed with to a lesser degree than are other groups and the highest level of agreement is between administrators and faculty. Students and faculty also seem to share a common view of the directions in which the College is currently headed. We can now turn to the question: "Do the four groups agree about what importance ranking should be given to the goal statements?" To answer this querie we now turn to table II.

TABLE II

	Students	Faculty	Administration
Faculty	.62		
Administration	.51	.59	
Trustees	.28	.38	.51

We can see here that the student-trustee and faculty-trustee rankings agree least and that student-faculty and faculty-administration orderings agree most. It is also interesting to note that there is a lower level of agreement on what should be the relative importance of goals (table II) when compared to the level of agreement on what the current relative importance of the goal statements is (table I). The obvious exception is that students and faculty seem to agree as much about what goals should be most important as about what goals are currently important. Student and faculty rankings show the lowest level of agreement with the importance ranking of trustees.

To give some elaboration to these indices of agreement, we can examine what goals were most and least important for each of the groups both as currently emphasized and in terms of desired importance. In describing the current emphasis of the College, all four groups the[illegible] that goal 24, "To assist students to acquire a basic knowledge in the humanities, social sciences, and natural sciences", was most important. The following goals were ranked next in importance for students, faculty, and administrators:

2. To help students acquire depth in at least one area of knowledge.
9. To ensure confidence on alumni, trustees, and other financial contributors.

In addition, faculty, administrators and trustees felt that goal 16, "To protect a faculty member against intimidation by those who do not approve of ideas he may present in the classroom.", was currently among the four most important goals.

The three least important goals of the College at the present

time as seen by students and faculty were:

25. To assist in efforts to achieve and maintain world peace.

4. To help students develop social skills, poise, and confidence.

23. To function as an agent of direct social action.

While goals 23 and 25 were also among the three least important goals according to administrators and trustees, goal 4 was not. Administrators felt that "To apply cost criteria to instructional alternatives" (goal 26) was least important currently. Trustees viewed goal 27, "To protect valuable traditions against unwarranted change". as third least important.

In terms of what goals should be most and least important there was less agreement. Below in table III are listed the goals that were indicated by one or more of the four groups as being among what should be the five most important goals. These goal statements can alternately be thought of as the leading concerns of the respective groups. In the table each groups' ranking of the goals is given to the right.

TABLE III

Ranks for Goals That Should Be Among the Five Most Important By One or More Groups

	Rank of			
	STU	FAC	ADM	TRST
20. To encourage mutual trust and confidence among faculty, students and administrators.	1	2	1	1
3. To ensure that all those who are affected by an institutional decision have an opportunity to express their view on it before it is made.	2	6	15	21
13. To base faculty promotion and tenure more on an estimate of teaching effectiveness than on the value of scholarly research.	3	10	2.5	10

TABLE III (cont.)

	Rank of STU	FAC	ADM	TRST
1. To permit students wide latitude in selecting the courses he will take toward his degree.	4.5	14	8	15
29. To provide a continuing program of curricular and instructional evaluations for all programs.	4.5	9	5	8
16. To protect a faculty member against intimidation by those who do not approve of ideas he may present in the classroom.	8	1	13.5	11
24. To assist students to adquire a basic knowledge in the humanities, social sciences, and natural sciences.	9.5	3	2.5	2.5
2. To help students acquire depth in at least one area of knowledge.	11	4	10.5	13
6. To promote the concern in students for the well being of others.	7	5	5	5
8. To establish and clearly define the purposes the institution will serve.	16	17	5	2.5
5. To encourage a concern for the welfare of P[redacted] College among faculty members, students, and administrators.	15	11	10.5	4

Four Least Important Goals

17. To help students develop a familiarity with the language and culture of at least one foreign country or region.	26	16	13.5	22
26. To apply cost criteria to curricular and instructional alternatives.	27	23	17	19
23. To function as an agent of direct social action.	28	29	29	29
27. To protect valuable traditions against unwarranted change.	29	28	25	25
4. To help students develop social skills, poise and confidence.	25	26	23	16.5

TABLE III (cont.)

	Rank of STU	FAC	ADM	TRST
18. To decentralize decision-making to the greatest extent feasible.	20	27	26	26
10. To ensure that students will be well qualified for a vocation.	21	25	27	26
25. To assist in efforts to achieve and maintain world peace.	17	20	28	28

It is quite clear that encouraging mutual trust among all members of the college community is the leading concern of students, administrators, and trustees. For faculty it is second in importance only to protection of academic freedom. Students and faculty more so than administrators and trustees are concerned that decisions be discussed by those affected before the decisions become final (goal 3) and protection of academic freedom (goal 16). Students and administrators tend to agree on the relative importance of goals 13, 1 and 29, indicating somewhat greater relative concern than faculty and trustees with teaching effectiveness, student freedom to design much of their degree program, and providing for continuous curricular and instructional evaluation, though the difference in the rankings of goal 29 is small. The relative importance of assisting students to beocme broadly educated declines for students but not for faculty, administrators and trustees. It is an important matter for all groups that students develop a concern for others (goal 6). Encouraging the concern for the welfare of P[redacted] College (goal 5) is of greater salience to trustees than to the other three groups.

There is agreement among all four groups that to act as an agent of direct social action (goal 23) should not be an important goal

for the College relative to other goals. There is, however, a large difference in scale or absolute scores given this goal by each of the four groups. (see appendix B). Goal 17, to help students develop a familiarity with the language and culture of a foreign country, was of low relative importance to students probably due in large part to the seemingly unpopular nature of the foreign language requirement. The other groups regarded this goal as somewhat more important.

Administrators and trustees felt that lending assistance to achieve and maintain world peace (goal 25) should be of low importance in both an absolute and relative sense. Students and faculty regarded it more positively. Decentralizing decision-making and qualifying students for a vocation (goals 10 and 18) were more important to students than to faculty, administrators, and trustees.

The reader can get additional comparisons on both rank and scale score differences by referring to appendix B. As mentioned earlier the direction of the arrow indicates the average scale value of the difference between "is" and "should be" importance ratings. The numbers in parenthesis before and after the arrows show the relative ranking of the goal within each group.

It might be interesting to know which group would change the priorities of the college most from what they describe as presently existing. To examine this in a convenient way we can use the same index of agreement used in tables I and II but now relate a groups' current importance ranking with their desired importance ranking. These values are given in table IV.

TABLE IV

Agreement Between "IS" and "SHOULD BE" Rankings.

Students	.09
Faculty	.51
Administration	.44
Trustees	.59

It can be seen that trustees change their ordering least while students change most. An examination of appendix B will reveal which goal statements made the greatest scale score and relative rank shift. Most of the goals with large score changes are in table III though some goals in this category did not rank among the five most important.

RESULTS - INFLUENCE OF SOCIETY AND GENERAL ATTITUDES.

The survey contained a list of ten actions the College could take as an institution to influence society. They ranged from the traditional methods colleges and universities have used to more direct actions. Of the ten statements only two were judged completely acceptable for [redacted] College by a majority of student, faculty, and administrators.

1. To conduct research or help formulate programs that may facilitate the solution of specific social, economic, and technological problems.
5. To encourage individuals to take an active role in social reform programs and proposals but take no position as an institution.

Although a majority of trustees did not endorse any of the

ten actions as completely acceptable, these two items had the highest level of complete trustee acceptance. The appeal of these actions is reasonably clear. They represent ways in which colleges and universities have made contributions to the greater society in the past and they seem to protect institutional "neutrality" on controversial social issues.

The next six actions had a mixed response with a majority of respondents in each group very often judging them to be "acceptable with qualification", that is basically acceptable but only under special circumstances or for particular situations. These actions involved more direct action by the College and included preparing students specifically for leadership roles, allowing academic credit for community action work, encouraging trustees to influence the thinking of their business and professional associates, refusing to deal with individuals or institutions that take undesirable actions on social problems, possibly major modification of college programs or policies, and finally, providing office space and equipment for social action groups. All of these actions except perhaps the last one, had a low percentage of respondents in all groups, indicating that they were completely unacceptable. This tendency could be interpreted as indicating a general openness of many members of the college community to adopting a more "direct action" stance by the college though apparently careful study would be given on an issue by issue basis.

A clear majority of trustees and administrators responded that the two remaining actions were completely unacceptable.

7. Lobby directly in state and federal legislative bodies for the introduction and support of legislation that deals with social

problems.

2. Take a public stand as an institution on controversial social issues.

A majority of faculty also saw action 7 as completely unacceptable but faculty opinion on action 2 was split between qualified acceptance and complete unacceptance. Students responses on these two actions were split among all three response actions with the largest number, but not a clear majority, of students seeing these actions as acceptable with qualification. It was true of these two items as well as nearly all the others that they were judged completely acceptable by a proportion of students that was considerably larger than that of faculty, administrators, or trustees.

The remaining attitude items can be summarized in the following statements:

1. While a clear majority of students, faculty, administrators and trustees felt that communication among these groups was not poor, a majority of all except trustees also felt that there was no strong sense of community at P[redacted] College.
2. A majority of faculty, administrators, and trustees agreed that student and faculty morale was high and although students clearly agreed that faculty morale was high, about as many students agreed as disagreed that student morale was usually higher.
3. A majority of all groups agreed that students work harder with, rather than without grades. It was also true that a majority of faculty and administrators disagreed that

independent study motivated greater student effort than did structured courses. About as many trustees and students agreed as disagreed with the latter item, although a slightly larger number of both students and trustees disagreed.

4. There was a clear repudiation by all groups of the notion that the threat of student disruption was the only way to get student complaints considered. A majority of all groups also disagreed that achieving meaningful student participation was seriously limited by the fact that students are on campus for only four years. With respect to the latter item, however, over 40 percent of faculty and administrators and nearly 40 percent of trustees agreed that it was a serious barrier to meaningful student participation.
5. Faculty and administrators were the groups most satisfied with their current role in governing [redacted] College. About 60 percent of the trustees were satisfied with their role while nearly as many students were dissatisfied with their role as were satisfied.

APPENDIX A

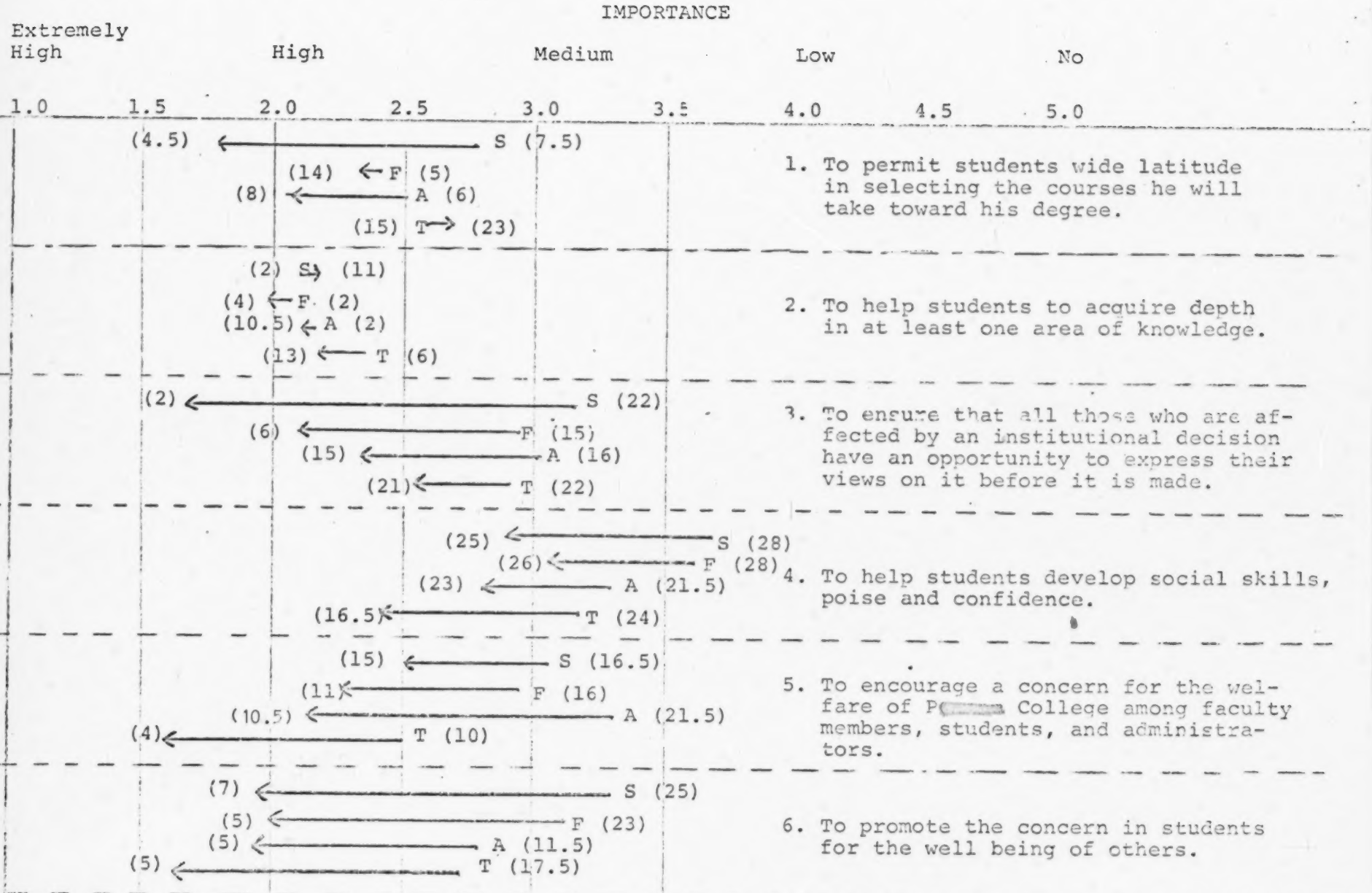
DETAIL OF SAMPLE CHARACTERISTICS

STUDENTS	NUMBER	PERCENT
Major (or intended) field of study		
Biological Sciences	84	15%
Physical Sciences	52	9%
Mathematics	49	8%
Social Sciences	177	31%
Humanities	140	25%
Fine or Performing Arts	36	6%
Other	21	4%
Uncoded	6	1%
	565	99%
Sex		
Male	296	52%
Female	265	47%
Uncoded	4	1%
	565	100%

Per Cent Distribution by Class	Enrollment	Sample
Freshmen	28%	34%
Sophomores	26%	24%
Juniors	23%	23%
Seniors	23%	19%
	100%	100%

FACULTY		
Major field of study		
Biological Sciences	9	12%
Physical Sciences	11	15%
Mathematics	6	8%
Social Sciences	19	25%
Humanities	21	28%
Fine or Performing Arts	7	9%
Other	2	3%
	75	100%
Time at P[redacted] College		
Less than one year	4	5%
One or two years	13	17%
Three to six years	18	24%
Seven to twelve years	15	20%
More than twelve years	23	31%
No answer	2	3%
	75	100%

	NUMBER	PERCENT
Rank		
Instructor	6	8%
Assistant Professor	24	32%
Associate Professor	18	24%
Professor	26	35%
Other	0	0
No answer	1	1%
	75	100%
Age		
Under 30	14	19%
30-39	24	32%
40-49	18	24%
50-59	12	17%
Over 60	5	7%
No answer	1	1%
	75	100%
Sex		
Male	68	91%
Female	7	9%
	75	100%


IMPORTANCE
Extremely High
High
Medium
Low
No
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1.5
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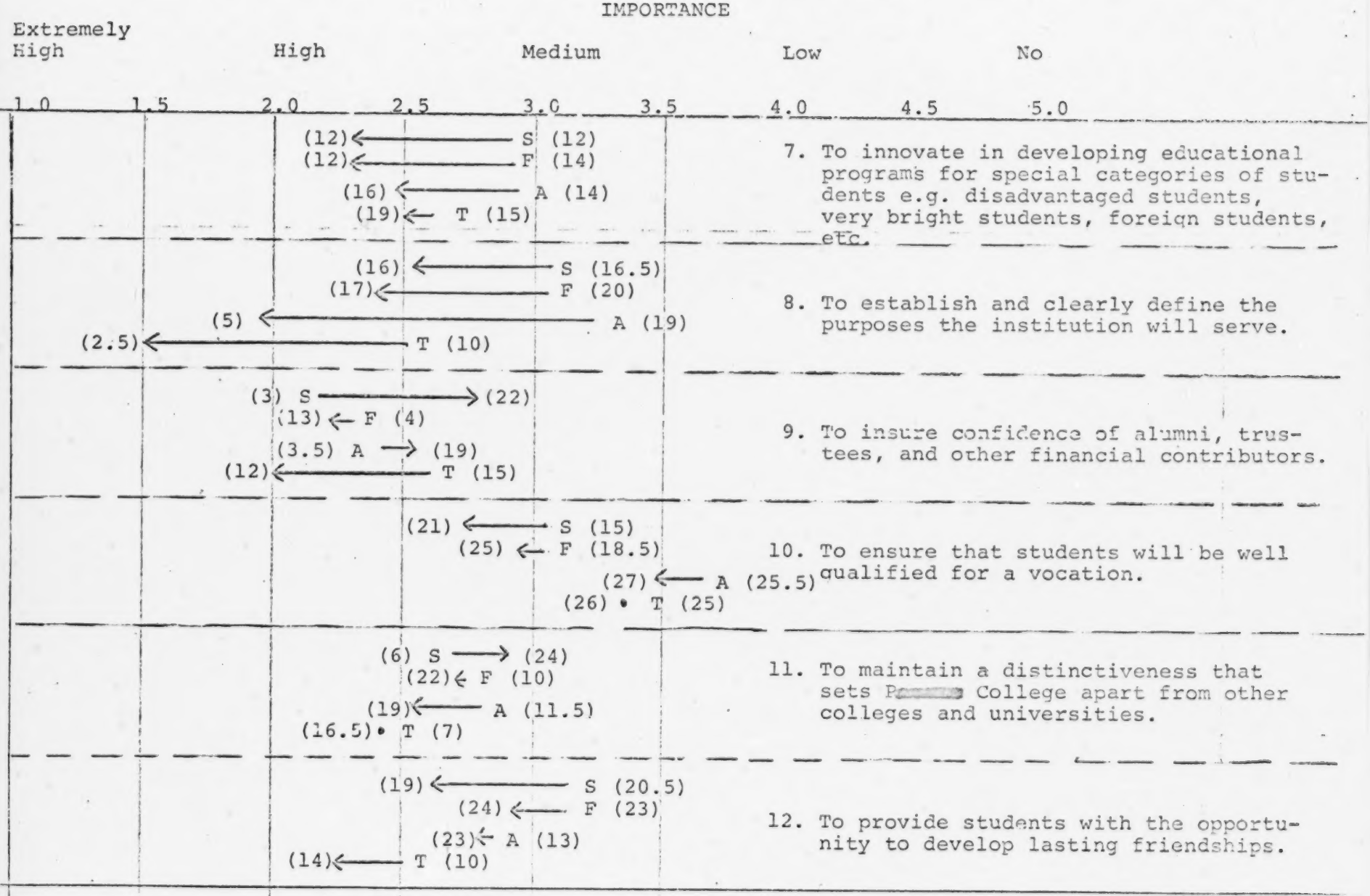
3.5
4.0
4.5
5.0
(4.5) S (7.5)
(14) F (5)
(8) A (6)
(15) T (23)
1. To permit students wide latitude in selecting the courses he will take toward his degree.
(2) S (11)
(4) F (2)
(10.5) A (2)
(13) T (6)
2. To help students to acquire depth in at least one area of knowledge.
(2) S (22)
(6) F (15)
(15) A (16)
(21) T (22)
3. To ensure that all those who are affected by an institutional decision have an opportunity to express their views on it before it is made.
(25) S (28)
(26) F (28)
(23) A (21.5)
(16.5) T (24)
4. To help students develop social skills, poise and confidence.
(15) S (16.5)
(11) F (16)
(10.5) A (21.5)
(4) T (10)
5. To encourage a concern for the welfare of P[illegible] College among faculty members, students, and administrators.
(7) S (25)
(5) F (23)
(5) A (11.5)
(5) T (17.5)
6. To promote the concern in students for the well being of others.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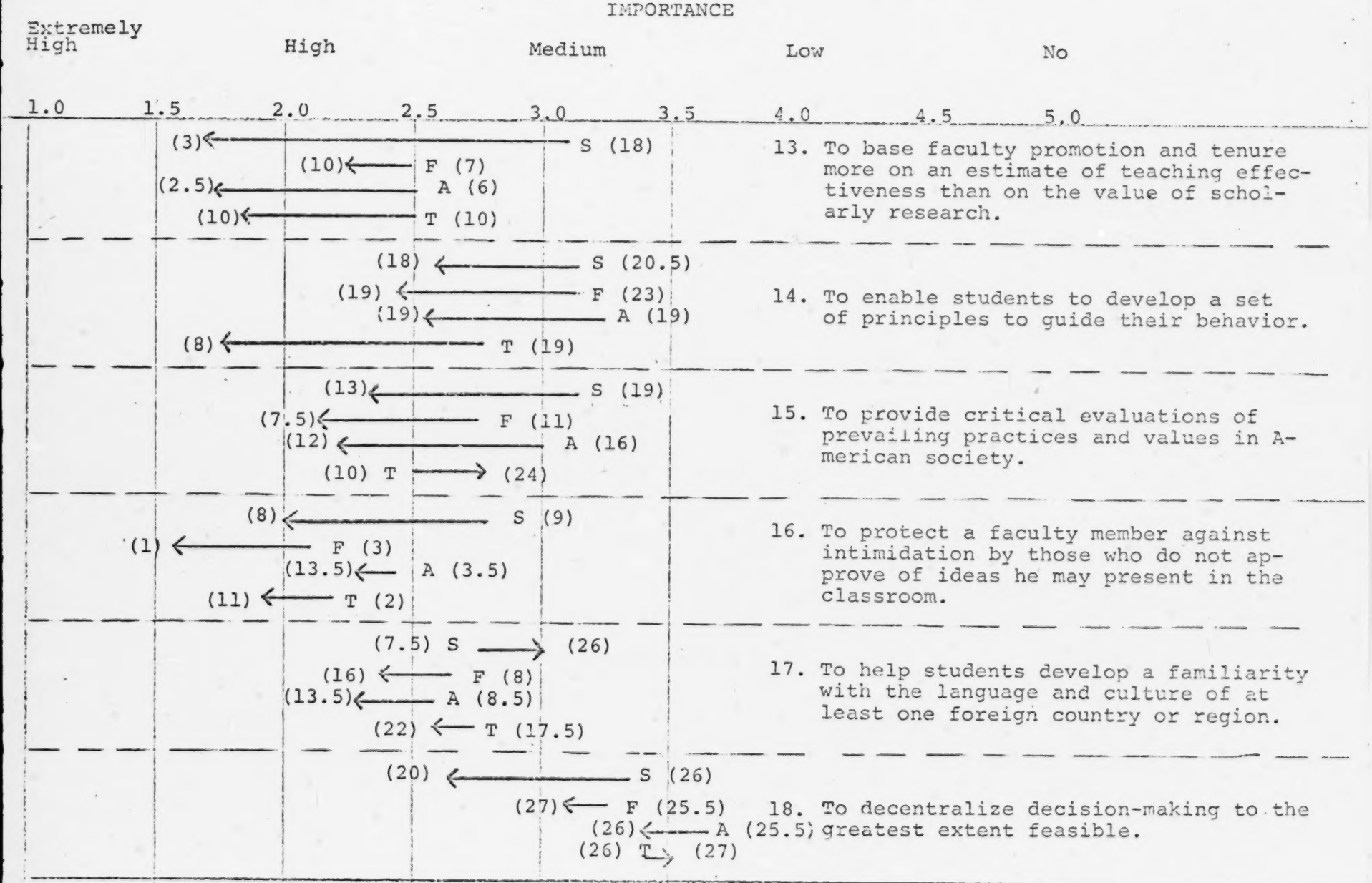
(12) ← S (12)
(12) ← F (14)
(16) ← A (14)
(19) ← T (15)
7. To innovate in developing educational programs for special categories of students e.g. disadvantaged students, very bright students, foreign students, etc.
(16) ← S (16.5)
(17) ← F (20)
(5) ← A (19)
(2.5) ← T (10)
8. To establish and clearly define the purposes the institution will serve.
(3) S → (22)
(13) ← F (4)
(3.5) A → (19)
(12) ← T (15)
9. To insure confidence of alumni, trustees, and other financial contributors.
(21) ← S (15)
(25) ← F (18.5)
(27) ← A (25.5)
(26) • T (25)
10. To ensure that students will be well qualified for a vocation.
(6) S → (24)
(22) ← F (10)
(19) ← A (11.5)
(16.5) • T (7)
11. To maintain a distinctiveness that sets P[redacted] College apart from other colleges and universities.
(19) ← S (20.5)
(24) ← F (23)
(23) ← A (13)
(14) ← T (10)
12. To provide students with the opportunity to develop lasting friendships.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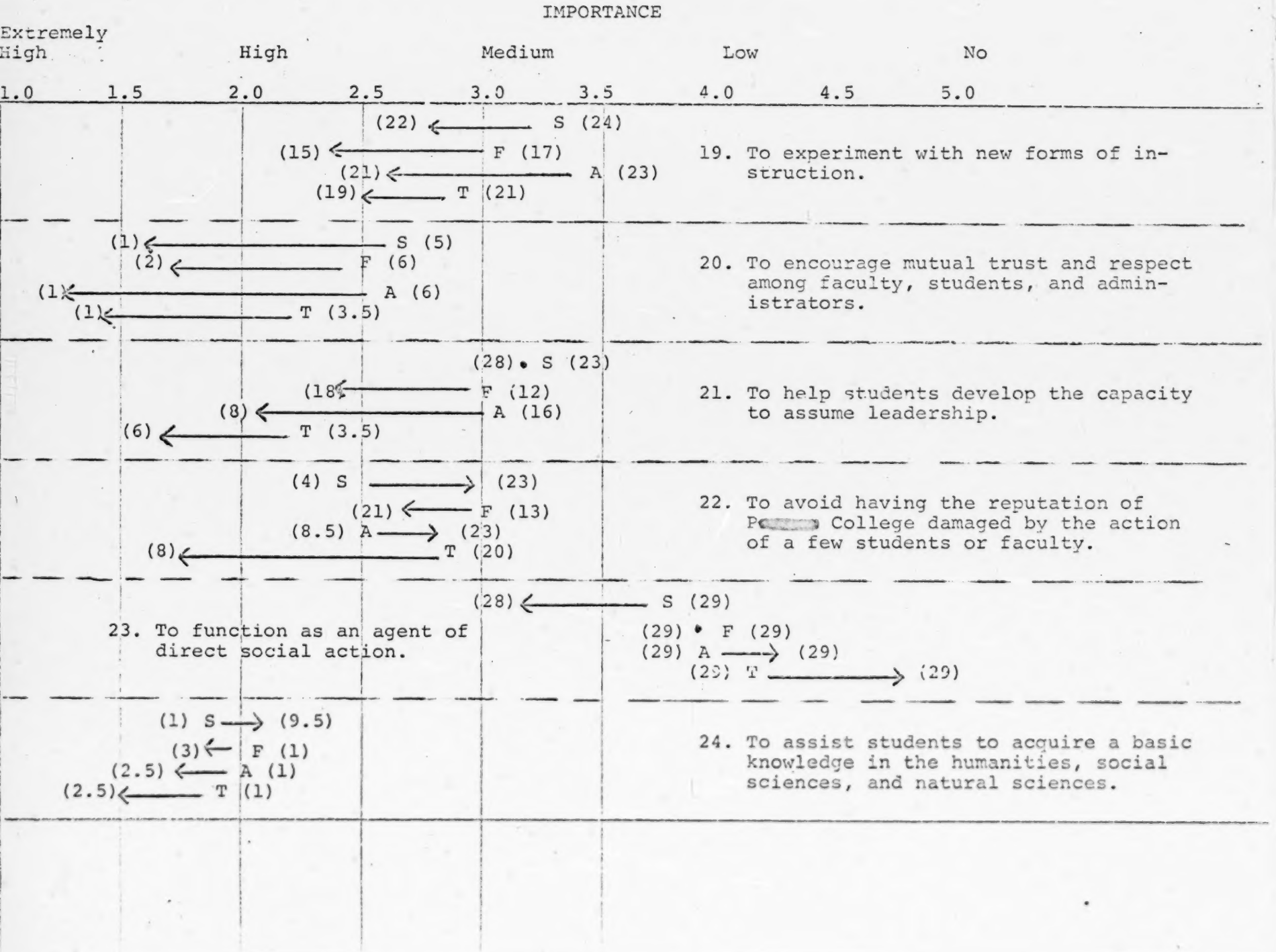
5.0
(3) S (18)
(10) F (7)
(2.5) A (6)
(10) T (10)
13. To base faculty promotion and tenure more on an estimate of teaching effectiveness than on the value of scholarly research.
(18) S (20.5)
(19) F (23)
(19) A (19)
(8) T (19)
14. To enable students to develop a set of principles to guide their behavior.
(13) S (19)
(7.5) F (11)
(12) A (16)
(10) T (24)
15. To provide critical evaluations of prevailing practices and values in American society.
(8) S (9)
(1) F (3)
(13.5) A (3.5)
(11) T (2)
16. To protect a faculty member against intimidation by those who do not approve of ideas he may present in the classroom.
(7.5) S (26)
(16) F (8)
(13.5) A (8.5)
(22) T (17.5)
17. To help students develop a familiarity with the language and culture of at least one foreign country or region.
(20) S (26)
(27) F (25.5)
(26) A (25.5)
(26) T (27)
18. To decentralize decision-making to the greatest extent feasible.


IMPORTANCE
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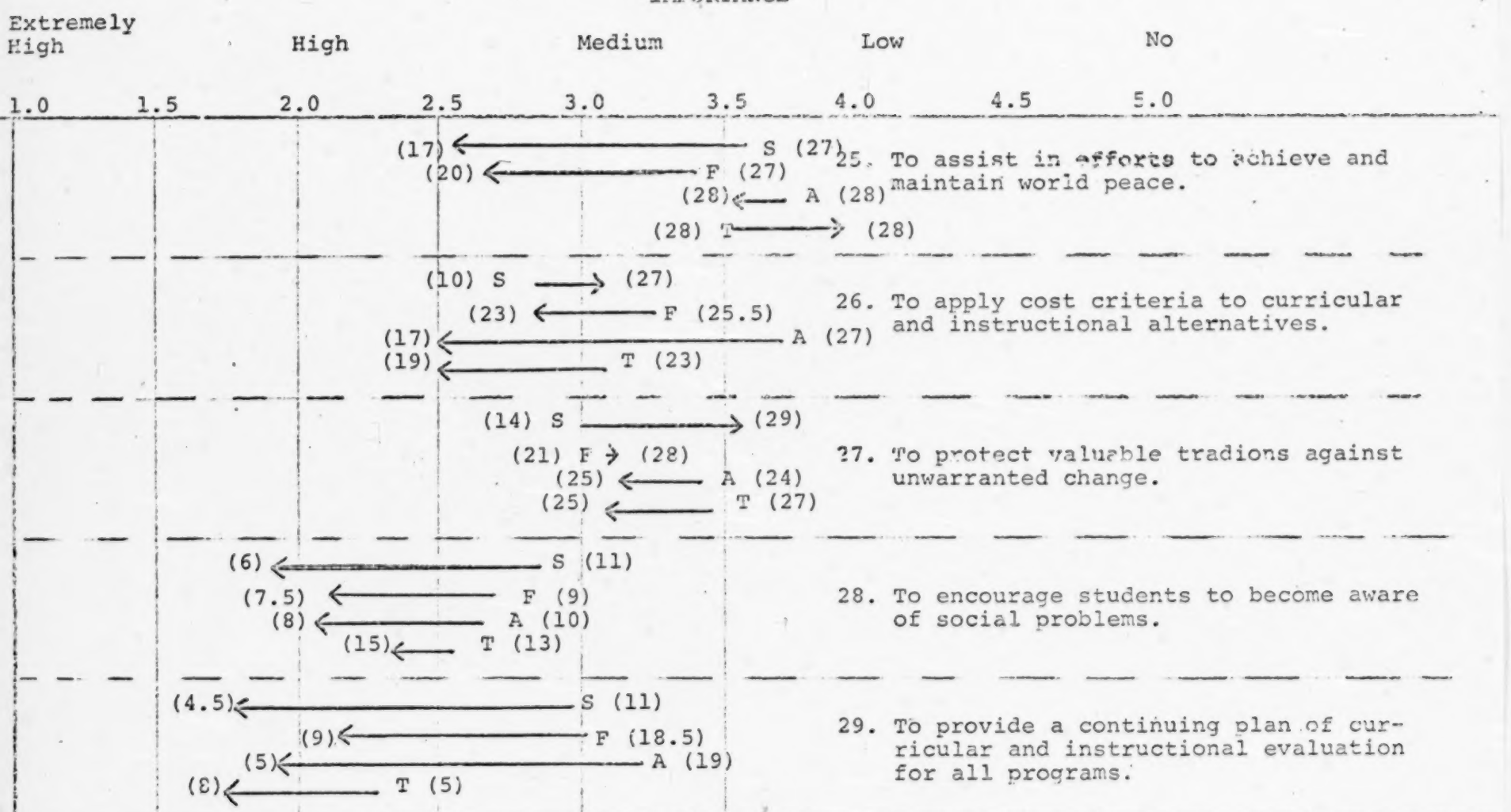
3.5
4.0
4.5
5.0
(22) S (24)
(15) F (17)
(21) A (23)
(19) T (21)
19. To experiment with new forms of instruction.
(1) S (5)
(2) F (6)
(1) A (6)
(1) T (3.5)
20. To encourage mutual trust and respect among faculty, students, and administrators.
(28) S (23)
(18) F (12)
(8) A (16)
(6) T (3.5)
21. To help students develop the capacity to assume leadership.
(4) S (23)
(21) F (13)
(8.5) A (23)
(8) T (20)
22. To avoid having the reputation of P College damaged by the action of a few students or faculty.
(28) S (29)
(29) F (29)
(29) A (29)
(29) T (29)
23. To function as an agent of direct social action.
(1) S (9.5)
(3) F (1)
(2.5) A (1)
(2.5) T (1)
24. To assist students to acquire a basic knowledge in the humanities, social sciences, and natural sciences.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4.5
5.0
(17) S (27)
(20) F (27)
(28) A (28)
(28) T (28)
25. To assist in efforts to achieve and maintain world peace.
(10) S (27)
(23) F (25.5)
(17) A (27)
(19) T (23)
26. To apply cost criteria to curricular and instructional alternatives.
(14) S (29)
(21) F (28)
(25) A (24)
(25) T (27)
27. To protect valuable tradions against unwarranted change.
(6) S (11)
(7.5) F (9)
(8) A (10)
(15) T (13)
28. To encourage students to become aware of social problems.
(4.5) S (11)
(9) F (18.5)
(5) A (19)
(8) T (5)
29. To provide a continuing plan of curricular and instructional evaluation for all programs.

P[redacted] COLLEGE GOALS CONFERENCE SURVEY

In order to have a pre-conference indication of how different segments of the college community view various aspects of the college's functioning, we are asking all students, faculty members, and administrators to complete this survey. We will have documentation of the results in advance of the Goals Conference and so will be able to direct our attention to areas where the need for discussion is indicated. In this way, the thoughtfulness and completeness of your responses should contribute a great deal to the success of the Goals Conference. We, therefore urge each person to give the survey prompt attention. This is a chance for everyone to have their say. Responses are anonymous. Do not write your name on this survey unless you specifically want to.

The Goals Conference Steering Committee

(1,2,3,4)

INFORMATION ITEMS:

1. Check the one that best describes your role at P[redacted]:
   - ☐ (1) Faculty
   - ☐ (2) Student
   - ☐ (3) Administrator
   - ☐ (4) Trustee

2. **Faculty and students**: indicate field of teaching and/or research interest, or, for students, planned or current major field of study. (Check one only)
   - ☐ (1) Biological science
   - ☐ (2) Physical science
   - ☐ (3) Mathematics
   - ☐ (4) Social science
   - ☐ (5) Humanities
   - ☐ (6) Fine arts, performing arts
   - ☐ (7) Other

4a. **Faculty and Administrators**: indicate the number of years at P[redacted] College
   - ☐ (1) Less than one year
   - ☐ (2) One or two years
   - ☐ (3) Three to six years
   - ☐ (4) Seven to twelve years
   - ☐ (5) More than twelve years

4b. **Students**: indicate current status.
   - ☐ (1) Freshman or new transfer student
   - ☐ (2) Sophomore
   - ☐ (3) Junior
   - ☐ (4) Senior
   - ☐ (5) Special student

5a. **Faculty**: indicate academic rank.
   - ☐ (1) Instructor
   - ☐ (2) Assistant professor
   - ☐ (3) Associate professor
   - ☐ (4) Professor
   - ☐ (5) Other

6. **Faculty and administrators**: indicate age at last birthday.
   - ☐ (1) Under 30
   - ☐ (2) 30-39
   - ☐ (3) 40-49
   - ☐ (4) 50-59
   - ☐ (5) 60 or older

7. **Students, faculty, and administrators**: indicate sex.
   - ☐ (1) Female
   - ☐ (2) Male

GOVERNANCE SECTIONS

INSTRUCTIONS – This section of the survey seeks to determine the attitudes of the Pomona College community about how much say or influence each segment **NOW HAS** and how much say or influence they **SHOULD HAVE** over what goes on in a number of different areas of campus life.

Below are listed 13 items each describing an area of campus affairs. To the right of each item are the abbreviated names of the four principle segments of the campus (Students, faculty, administration, and trustees) together with a student government (ASPC) category. The first set of numbers to the right of these group names indicate varying levels of say or influence over what goes on in the area of campus affairs cited. By circling one number for each group under the NOW HAVE column, you indicate your feelings about how much each group influences decisions made in that area as things stand now. Similarly, when you circle a number for each group under the **SHOULD HAVE** column you indicate your belief about how much each group should influence decisions and procedures in that area.

To assist you in making your ratings, the levels of influence are defined as follows:

0 - No say or influence.
1 - Very little say or influence.
2 - Some say or influence.
3 - Quite a bit of say or influence.
4 - A great deal of say or influence.

The groups are defined as follows:

STU - Pomona College students.
ASPC - Elected and appointed officers of student government.
FAC - Pomona College faculty EXCLUDING Academic and Student Deans.
ADMN - Administration including President and Academic and Student Deans.
TRST - Trustees.

It is important that you consider the formal and direct as well as the informal and indirect ways by which one individual or group can influence what another individual or group does.

Although you may not know for sure who influences what goes on here, it is important that you indicate how much **YOU THINK** each group/office influences things.

The number or level of influence you assign to any one group does not by itself limit the level of influence you may assign to any other group. In other words, a "0" for each group as well as a "4" for each group are equally acceptable.

NEW STUDENTS: only rate **SHOULD HAVE** category.

HOW MUCH INFLUENCE **DOES/SHOULD** EACH GROUP HAVE IN DETERMINING WHAT GOES ON IN THE FOLLOWING AREAS.

1. The general structure of the curriculum including required courses, adding new courses and majors, dropping old courses, independent study, etc.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

2. Providing innovation in the college program including curriculum, teaching methods, academic procedures, and extracurricular activities.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

3. Appointment, promotion, and tenure of faculty and the evaluation of instruction.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

4. Planning and scheduling socially and intellectually stimulating activities outside of formal class hours.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

BE SURE YOU HAVE RATED EACH GROUP UNDER **NOW HAVE** AND **SHOULD HAVE** FOR EACH AREA.

NEW STUDENTS RATE ONLY **SHOULD HAVE**

0 - No say or influence
1 - Very little say or influence
2 - Some say or influence
3 - Quite a bit of say or influence
4 - A great deal of say or influence

HOW MUCH INFLUENCE DOES/SHOULD EACH GROUP HAVE IN DETERMINING WHAT GOES ON IN THE FOLLOWING AREAS.

5. The formulation of social regulations and policies concerning individual behavior on campus.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

6. The enforcement of social regulations including the powers, functions, and procedures of the judicial bodies.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

7. The operation of dining halls and residence halls.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

8. Appointment of faculty to college committees.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

9. The hiring/appointment of administrators including President, academic deans, and student deans.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

10. The collection and disbursement of funds including determining the college budget, financial planning, investment of endowment funds, and tuition.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

11. The policies and operation of the college admissions, financial aid, and placement functions.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

12. Determination of what the college goals and priorities shall be.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

13. Determination of what the impact of the college on society will be.

	NOW HAVE	SHOULD HAVE
STU	0 1 2 3 4	0 1 2 3 4
ASPC	0 1 2 3 4	0 1 2 3 4
FAC	0 1 2 3 4	0 1 2 3 4
ADMN	0 1 2 3 4	0 1 2 3 4
TRST	0 1 2 3 4	0 1 2 3 4

BE SURE YOU HAVE RATED EACH GROUP UNDER **NOW HAVE** AND **SHOULD HAVE** FOR EACH AREA.

NEW STUDENTS RATE ONLY **SHOULD HAVE**

GOALS SECTION

INSTRUCTIONS – [redacted] College serves a number of purposes, some of which may be regarded as more important than others. Some of the more common statements of goals that have been applied to colleges and universities are listed below. You will notice that some of these goal statements deal with the "output" of the college, such as to change students in a certain way. Still others can be thought of as expressing "support" or "maintenance" goals. An example of this kind of goal is "to ensure the rights of academic freedom". Both the "product" or "output" type goals and the "maintenance" type goals are important in this study.

Each goal will be listed once, but you will be requested to react to it in two different ways:

First How important is the goal at [redacted] College at the present time? (Consider the institution as a whole as well as your own experience in making your judgment)

Then In your judgment, how important should the goal be at this institution?

EXAMPLE:		of extremely high importance	of high importance	of medium importance	of low importance	of no importance
To assist students to prepare for graduate school	is	☐	☐	☒	☐	☐
	should be	☐	☒	☐	☐	☐

In this example the person has indicated that he believes the goal "to assist students to prepare for graduate school" is presently of medium importance, but that it should be of high importance.

Please answer all the items. Your impressions are important even though you may feel that you don't have enough information to make a fully accurate judgment.

FRESHMEN AND OTHER NEW STUDENTS ANSWER ONLY THE SHOULD BE CATEGORY.

		of extremely high importance	of high importance	of medium importance	of low importance	of no importance
1. To permit students wide latitude in selecting the courses he will take toward his degree.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
2. To help students to acquire depth in at least one area of knowledge.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
3. To ensure that all those who are affected by an institutional decision have an opportunity to express their views on it before it is made.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
4. To help students develop social skills, poise and confidence.	is	☐	☐	☐	☐	☐
	should bebe	☐	☐	☐	☐	☐
5. To encourage a concern for the welfare of [redacted] College among faculty members, students, and administrators.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
6. To promote the concern in students for the well being of others.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
7. To innovate in developing educational programs for special categories of students e.g. disadvantaged students, very bright students, foreign students, etc.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
8. To establish and clearly define the purposes the institution will serve.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
9. To insure confidence of alumni, trustees, and other financial contributors.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
10. To ensure that students will be well qualified for a vocation.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
11. To maintain a distinctiveness that sets [redacted] College apart from other colleges and universities.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐

INFLUENCE OF SOCIETY SECTION

INSTRUCTIONS – Below is a list of actions Pomona College might take which could influence society or contribute in some way toward the resolution of current social problems such as pollution, overpopulation, war, racial tension, urban decay, and crime. Indicate below your feelings about the acceptability of each of these phrases as actions that Pomona College, AS AN IDENTIFIABLE SOCIAL INSTITUTION, could or should take to fulfill your idea of its role as an agent of social change.

Check the item **Completely acceptable** if you feel it represents an action of the college that would be appropriate across a wide range of issues. If you feel the action is basically acceptable for the college but for only special issues or circumstances, then check **Acceptable with qualifications**. Check **Completely unacceptable** if you feel that the action would be incompatible with the primary goals and purposes of the college. If you are **Undecided or have no opinion**, check that response.

1. To conduct research or help formulate programs which may facilitate the solution of specific social, economic, or technological problems.

   Completely acceptable ☐ **Acceptable with qualification** ☐ **Completely unacceptable** ☐ **Undecided or no opinion** ☐

2. To take a public stand as an institution on controversial social issues or legislation bearing on these issues.

   Completely acceptable ☐ **Acceptable with qualification** ☐ **Completely unacceptable** ☐ **Undecided or no opinion** ☐

3. To prepare students in specific ways to take leadership roles in basic social reform programs.

   Completely acceptable ☐ **Acceptable with qualification** ☐ **Completely unacceptable** ☐ **Undecided or no opinion** ☐

4. To provide support in terms of office space and equipment for social action groups which have some student and/or faculty membership.

   Completely acceptable ☐ **Acceptable with qualification** ☐ **Completely unacceptable** ☐ **Undecided or no opinion** ☐

5. To encourage individuals to take an active role in social reform programs and proposals but take no position as an institution.

   Completely acceptable ☐ **Acceptable with qualification** ☐ **Completely unacceptable** ☐ **Undecided or no opinion** ☐

6. To allow academic credit to students for supervised work in community action projects in the local area.

   Completely acceptable ☐ **Acceptable with qualification** ☐ **Completely unacceptable** ☐ **Undecided or no opinion** ☐

7. Lobby directly in state and federal legislative bodies (either alone or with other colleges) for the introduction or support of legislation that bears on current social problems.

   Completely acceptable ☐ **Acceptable with qualification** ☐ **Completely unacceptable** ☐ **Undecided or no opinion** ☐

8. To refuse to accept donations from or to do business with individuals or institutions that take actions with respect to social issues that you think are contrary to the ideals of the college community.

   Completely acceptable ☐ **Acceptable with qualification** ☐ **Completely unacceptable** ☐ **Undecided or no opinion** ☐

9. To openly encourage trustees to influence the thinking and actions of their business and professional associates in a direction compatable with college sentiment on social problems.

   Completely acceptable ☐ **Acceptable with qualification** ☐ **Completely unacceptable** ☐ **Undecided or no opinion** ☐

10. To modify college programs or policies (i.e. in admissions, curriculum, financial aid, hiring practices, etc.) to permit a more direct response by the college to current social needs, even if these modifications involve a substantial reordering of college priorities.

    Completely acceptable ☐ **Acceptable with qualification** ☐ **Completely unacceptable** ☐ **Undecided or no opinion** ☐

Now look over your responses and note all the actions you marked as **Completely acceptable**. Rank 5 most important of these below in terms of the **Relative effectiveness** of each in implementing your idea of the appropriate role of the college as an agent of social change. Rank just those items you marked as **Completely acceptable** even if you marked fewer than 5 in this way.

Indicate your ranking by putting the item number in the appropriate space below.

11. These actions by the college are the ways that I think the college can influence society in order of their effectiveness:

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____

		of extremely high importance	of high importance	of medium importance	of low importance	of no importance
12. To provide students with the opportunity to develop lasting friendships.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
13. To base faculty promotion and tenure more on an estimate of teaching effectiveness than on the value of scholarly research.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
14. To enable students to develop a set of principles to guide their behavior.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
15. To provide critical evaluations of prevailing practices and values in American society.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
16. To protect a faculty member against intimidation by those who do not approve of ideas he may present in the classroom.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
17. To help students develop a familiarity with the language and culture of at least one foreign country or region.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
18. To decentralize decision-making to the greatest extent feasible.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
19. To experiment with new forms of instruction.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
20. To encourage mutual trust and respect among faculty, students, and administrators.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
21. To help students develop the capacity to assume leadership.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
22. To avoid having the reputation of P[redacted] College damaged by the action of a few students or faculty.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
23. To function as an agent of direct social action.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
24. To assist students to acquire a basic knowledge in the humanities, social sciences, and natural sciences.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
25. To assist in efforts to achieve and maintain world peace.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
26. To apply cost criteria to curricular and instructional alternatives.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
27. To protect valuable traditions against unwarranted change.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
28. To encourage students to become aware of social problems.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐
29. To provide a continuing plan of curricular and instructional evaluation for all programs.	is	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐

Below we are interested in your opinion about the statements that follow. If you **STRONGLY AGREE** with the statement, circle "SA". If you **TEND TO AGREE** with the statement, circle "A". Similarly, if you **STRONGLY DISAGREE** circle "SD" and if you **TEND TO DISAGREE** circle "D". Circle only one choice for each item.

1. Generally speaking communication among students, faculty, and administration is poor.
   SA A D SD

2. Being on campus for only four years is a serious barrier to achieving meaningful student participation in decision-making.
   SA A D SD

3. There is a strong sense of community, a feeling of shared interests and purposes, at P[redacted] College.
   SA A D SD

4. Many students here work harder with grades than they would if there were no grades at all.
   SA A D SD

5. Student morale at P[redacted] College is usually high.
   SA A D SD

6. Most students here would or do work harder for independent study than they do for structured courses.
   SA A D SD

7. Faculty morale is high.
   SA A D SD

8. The way things are now, the threat of student disruption is about the only way students can get faculty and administration to do anything about student complaints.
   SA A D SD

9. All things considered, I am satisfied with the role I have in the governing of P[redacted] College.
   SA A D SD